Annotated Resources for Preparing Writing Tutors

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Strategic Planning for Writing Services and Training

Examples of communication and writing needs analysis

Needs Analysis. *Consortium on Graduate Communication.* gradconsortium.org. Link to list of needs surveys.

Includes samples of graduate students' communication needs analysis instruments (e.g., student and faculty surveys, interview questions).

Ohio University Graduate College Writing and Research Center

https://www.ohio.edu/graduate/graduate-writing-and-research-center

Includes a list of writing services offered for graduate (postgraduate) students, as well as descriptions with further information about what students will encounter in them.

A Guide on Logic Models in Education

Kekahio, W., Cicchinelli, L., Lawton, B., & Brandon, P. R. Logic models: A tool for effective program planning, collaboration, and monitoring. Institute of Education Sciences, U.S. Department of Education. Link to 4-page pdf guide. Link to Education Logic Model website.

Guide document includes definitions of logic model components and a sample logic model for a teacher training program. Website includes further explanations, video, and documents for applying Logic Models in Education Programs.

Cathy Moore's Action Mapping

Is training really the answer? Ask the flowchart. - Training design. https://blog.cathy-moore.com/2013/05/is-training-really-the-answer-ask-the-flowchart/

Includes a downloadable flowchart and 8-min video explaining quick questions that may be used to identify what training development is necessary and unnecessary.

Examples of surveys for tutor session feedback, and examining other Writing Center lore

Thompson, I., et al. (2009). Examining our lore: A survey of students' and tutors' satisfaction with writing center conferences. *The Writing Center Journal*, *29*(1), 78–105. (jstor.org)

Includes overview of mandates from writing center lore compared with findings from empirical research and investigates perceptions of writing center conference success regarding five attributes, such as comfort, expertise, success. For same surveys, in 5-point Likert scale format, used to investigate perceptions of tutorials' success in Japan large-scale national university writing center, see footnote.[1]

Example of Dissertation Boot Camp at Stanford University

Dissertation Boot Camp | Hume Center for Writing and Speaking | Stanford Undergrad. https://undergrad.stanford.edu/tutoring-support/hume-center/writing/graduate-students/dissertation-boot-camp

Includes explanation of what their Dissertation Boot Camp is, why it works, and a downloadable handout for the program.

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[1] Maiko Nakatake. (2019). What makes a Successful Tutorial? Tutors' and Tutees' Perceptions of Successful Writing Centre Tutorial. *KLA Journal*, *5*, 1–13. (Google Scholar)

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Training Resources or Examples

Evergreen State College Writing Center Handouts and Links

https://www.evergreen.edu/writingcenter/resources

Includes handouts and links for topics in grammar, by stages in the writing process, and by academic genre or type of writing.

University of West Georgia Training Modules and Handouts

https://www.westga.edu/academics/coah/writing/training-materials.php

Includes downloadable training materials, such as a tutor handbook, training slides, and other accompanying handouts from their training.

Purdue Online Writing Lab

https://owl.purdue.edu/owl

Includes descriptive overviews in areas, such as Graduate Writing, and specific language explanations and examples in General Writing, such as Mechanics and Grammar.

The Coaching Habit videos

https://boxofcrayons.com/the-coaching-habit-book/the-coaching-habit-videos/

Includes free short videos on topics of coaching, asking questions, and building strong habits, along with references for further explanations in the book *The Coaching Habit*.

Connecting Politeness Strategies to Writing Center Pedagogy

Nouf Alshreif. (2017). Multilingual Writers in the Writing Center: Invitational Rhetoric and Politeness Strategies to Accommodate the Needs of Multilingual Writers. The Peer Review, 1(1). Link in *The Peer Review*.

Includes discussion of emotional factors of writing for multilingual writers and gives specific examples positive and negative politeness strategies that tutors use.

Reading, Reading Guides, and Strategies for Writing Consultants

Carrillo, E.; Horning, A.; Greenwell, A.; Fontaine-Iskra, A. (2017). A Journal of Writing Center Scholarship. *Praxis: A Writing Center Journal*, *41*(7–8). https://wlnjournal.org/archives/v41/41.7-8.pdf

Includes articles on specific reading and research techniques that peer tutors in Writing Center might learn, such as three strategies to help clients learn to think critically about their source material (Horning) and example comments written for Rhetorical Reading Guides (Fontaine-Iskra).

Resources for Tutor Education and Writing Centers

Tutor Education. Roger Williams University. Link to Tutor Documents and Articles.

Includes education and training documents for tutors, such as a Tutor Code of Conduct and required reading list on Writing Center history and new practices.

Building expertise-based tools and toolkit at UCLA's Graduate Writing Center

Summers, S. (2016). Building Expertise: The Toolkit in UCLA's Graduate Writing Center. *The Writing Center Journal*, *35*(2), 117–145. (jstor.org)

Includes study and examples of navigating consultants' feelings of expertise, varying depending on the context and expertise of the writer, and the development of tools and strategies for a consultant's toolkit.

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Education

Write a Literacy Autobiography

Write a Tutoring Philosophy
Writing Centers and why we tutor
Setting up dialogue and expectations for what can happen in writing centers and challenging common misconceptions, such as seeing it as a place to deal with mechanical problems.[i], [ii]

The Writing Process
Framing writing as a process, rather than a product, and recognizing the complexity of the recursive stages and sociocultural and political context that each writer brings with each piece of writing.[i]

Collaboration and Control in the Tutoring Process
Exploring fundamental concepts of educational beliefs about how learning takes place, including using open-ended and problem-posing questions, navigating the blurred boundaries between all parties as knowers and initiators of dialogue, and applying teaching concepts to the Writing Center.[i], [iii], [iv], [v]

Cultural, Language, and Learning Diversity
Exploring additional language and learning experiences that tutors may encounter in the Writing Center.[vi], [vii]

Subjectivity and Ethical Dimensions
Addressing considerations of subjectivity, ethics, and privacy in writing center contexts.[viii], [ix]

To develop an understanding of writing as a recursive process and tutoring as a collaborative process in the Writing Center

Be able to execute key tutoring session planning and tutoring interaction activities.

Training

Prepare for tutoring session
Practice opening the session, examining expectations, and setting the agenda
Be able to open a session, negotiate expectation, and set agenda.[i]

Practice What-If and Critical Incident scenarios
Be able to listen and respond to prototypical tutoring cases.[i]

Practice strategies for asking questions
Be able to ask open-ended questions to promote writer's thinking and engagement and to check understanding.[x], [xi]

Practice strategies for reading in a workshop
Be able to write comments that demonstrate a reader's experience of the content.[xii]

Practice strategies for giving feedback
Be able to give feedback that fits the maturity of the draft, is text-specific, shows an eye toward the needs and potential of the draft, and is mindful of appropriate authority and confidence modes.[xiii]

Build consultants' toolkit
Be able to assemble materials and explain how each benefits their work as a tutor.
E.g., Google ngram viewer[xiv]
E.g., Purdue Online Writing Lab[xv]

Practice Tutoring
Be able to conduct tutoring sessions.
E.g., Practice with a peer

Internship and Reflection

Write Observation Reports
Observing in a Writing Center
Be able to coordinate with tutor and Writing Center, identify specific tutoring behaviors during the session, and critically reflect on qualities they can adopt..[i]

Tutor in the Writing Center
Reflecting on the first session
Be able to conduct tutoring sessions, identify specific tutoring behaviors and perceptions following the session, and critically reflect on qualities that worked and to do differently next time.[i]

Be able to conduct tutoring sessions and critically reflect on qualities for continued improvement.

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Course Readings

[i] Gillespie, P., & Lerner, N. (2007). *Longman Guide to Peer Tutoring* (2nd edition). Pearson.

[ii] North, S. M. (1984). The Idea of a Writing Center. *College English*, *46*(5), 433–446. (jstor.org)

[iii] Freire, P. (1970). The "Banking" Model of Education. In *Pedagogy of the Oppressed* (p. 12). New York: Continuum. (Google Scholar)

[iv] Lunsford, A. (1991). Collaboration, control, and the idea of a writing center. *The Writing Center Journal*, *12*(1), 3–10. (jstor.org)

[v] DiPardo, A. (1992). "Whispers of coming and going": Lessons from Fannie. *The Writing Center Journal*, *12*(2), 125–144. (jstor.org)

[vi] "World Englishes: An Introduction." *Purdue OWL // Purdue Writing Lab*. Purdue Writing Lab. Retrieved September 22, 2020, from https://owl.purdue.edu/owl/purdue_owl.html

[vii] Rebecca Day Babcock. (2015). Disabilities in the Writing Center. *Praxis: A Writing Center Journal*, *13*(1). http://www.praxisuwc.com/babcock-131

[viii] Freed, S. (1989). Subjectivity in the tutorial session: How far can we go? *The Writing Center Journal*, *10*(1), 39–43. (jstor.org)

[ix] Sherwood, S. (1999). Censoring students, censoring ourselves: Constraining conversations in the writing center. *The Writing Center Journal*, *20*(1), 51–60. (jstor.org, Google Scholar)

[x] Jeremy Sutton. (2020, January 9). *Socratic Questioning in Psychology: Examples and Techniques*. PositivePsychology.Com. https://positivepsychology.com/socratic-questioning/

[xi] Jaeger, G. (2016). (Re)Examining the Socratic Method: A Lesson In Tutoring. *Praxis: A Writing Center Journal*, *13*(2), 7. http://www.praxisuwc.com/jaeger-132

[xii] Carolyne M King. (2018). *16.1 King*. Praxis: A Writing Center Journal. http://www.praxisuwc.com/161-king

[xiii] Julia Bleakney, Michael Mattison, & Jennifer Ryan. (3019). "I Was Kind of Angry": Understanding Resistance to Feedback in Two Tutor Education Courses. *Praxis*, *17*(1). http://www.praxisuwc.com/171-bleakney

[xiv] Curzan, A. (2014). "What makes a word "real"?" *Ted Talk*. https://www.ted.com/talks/anne_curzan_what_makes_a_word_real

[xv] Lab, P. W. *Purdue OWL // Purdue Writing Lab*. Purdue Writing Lab. https://owl.purdue.edu/owl/purdue_owl.html

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